Eureka Math

2nd Grade
Module 5
Lesson 10

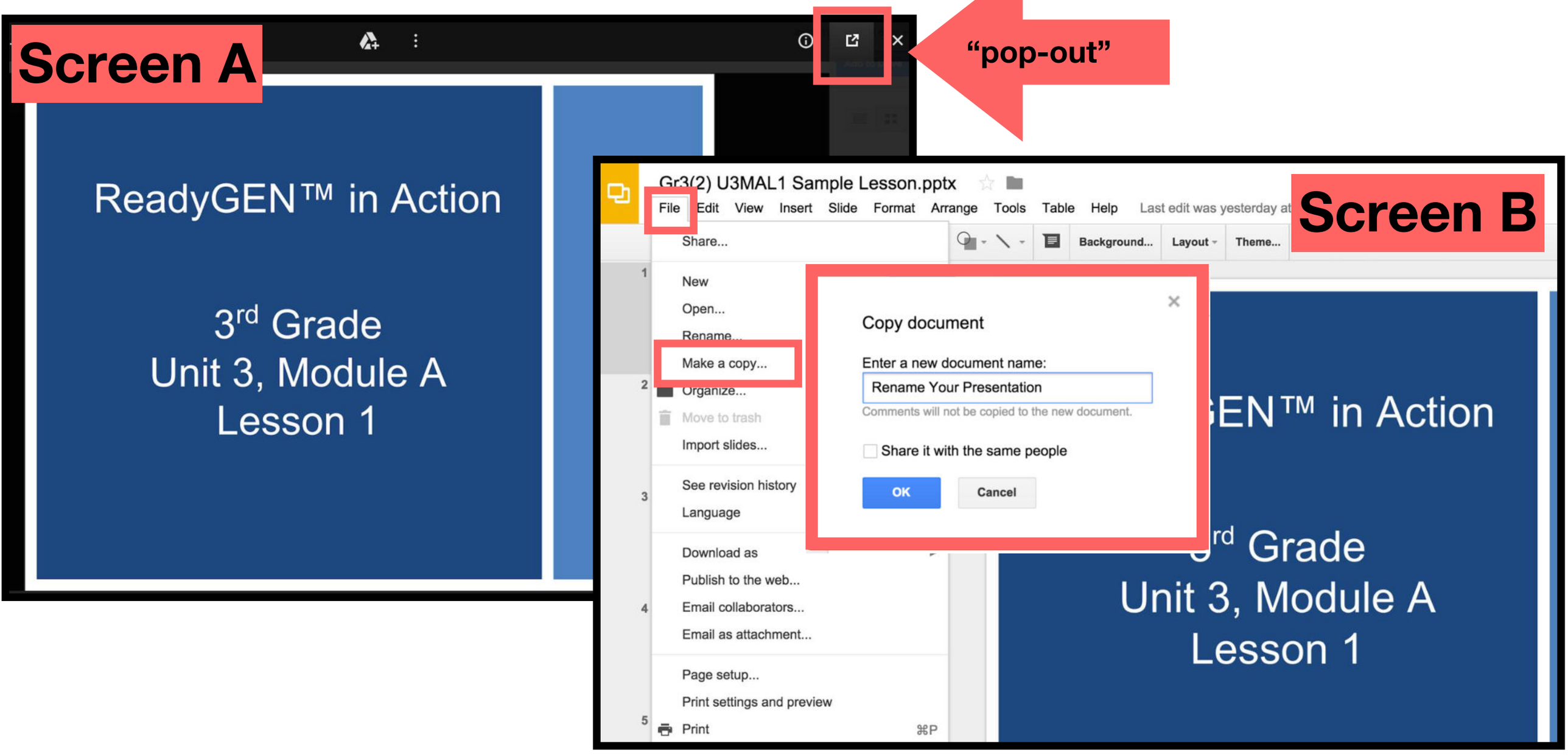
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- ➢ When the Google Slides presentation is opened, it will look like Screen A.
- ➢ Click on the “pop-out” button in the upper right hand corner to change the view.
- ➢ The view now looks like Screen B.
- ➢ Within Google Slides (not Chrome), choose FILE.
- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
- ➢ It is now editable & housed in MY DRIVE.

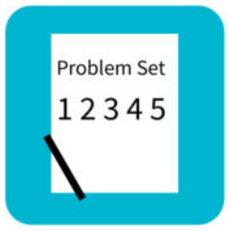


Icons

Read, Draw, Write

Learning Target

Personal White Board

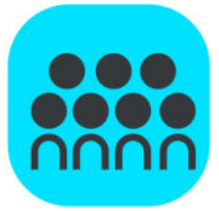


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

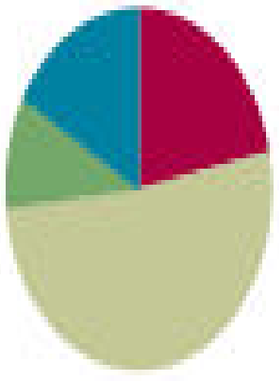
Small Group Time

Lesson 10

Objective: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

Suggested Lesson Structure

Application Problem	(6 minutes)
Fluency Practice	(13 minutes)
Concept Development	(31 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)



I can use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

Materials Needed:

Fluency

- Sprint

Concept Development:

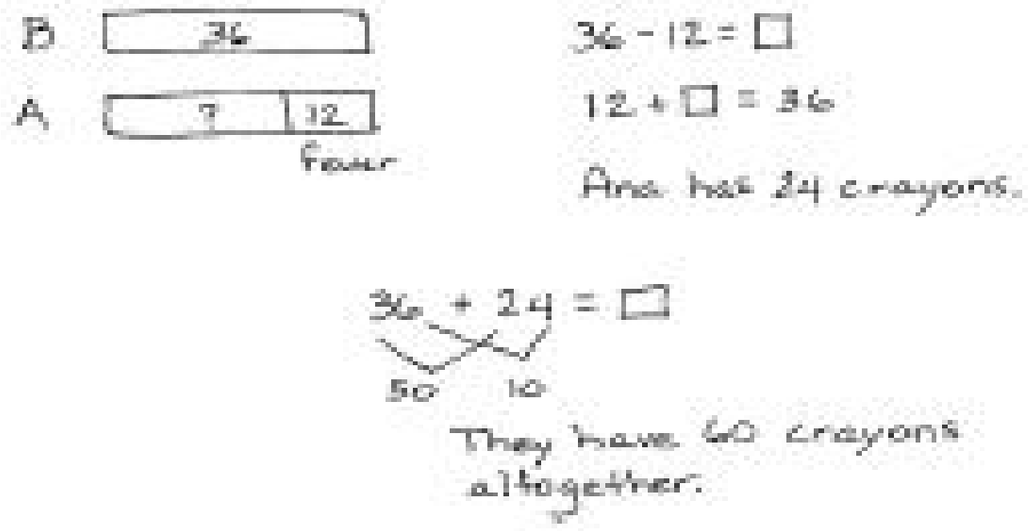
- (S) paper

Application problems

Benjie has 36 crayons. Ana has 12 fewer crayons than Benjie.

a. How many crayons does Ana have?

b. How many crayons do they have altogether?



Compensation

42 + 19 = _____

Let’s use a simplifying strategy to add. How much more does 19 need to make the next ten?

Where can 19 get 1 more from?

Take 1 from 42 and give it to 19. Say the simplified number sentence with the answer.

37 + 19. Say the simplified number sentence with the answer.

Sprint

A

Number Correct: _____

Addition Crossing Tens

1.	8 + 2 =	
2.	18 + 2 =	
3.	38 + 2 =	
4.	7 + 3 =	
5.	17 + 3 =	
6.	37 + 3 =	
7.	8 + 3 =	
8.	18 + 3 =	
9.	28 + 3 =	
10.	6 + 5 =	
11.	16 + 5 =	
12.	26 + 5 =	
13.	18 + 4 =	

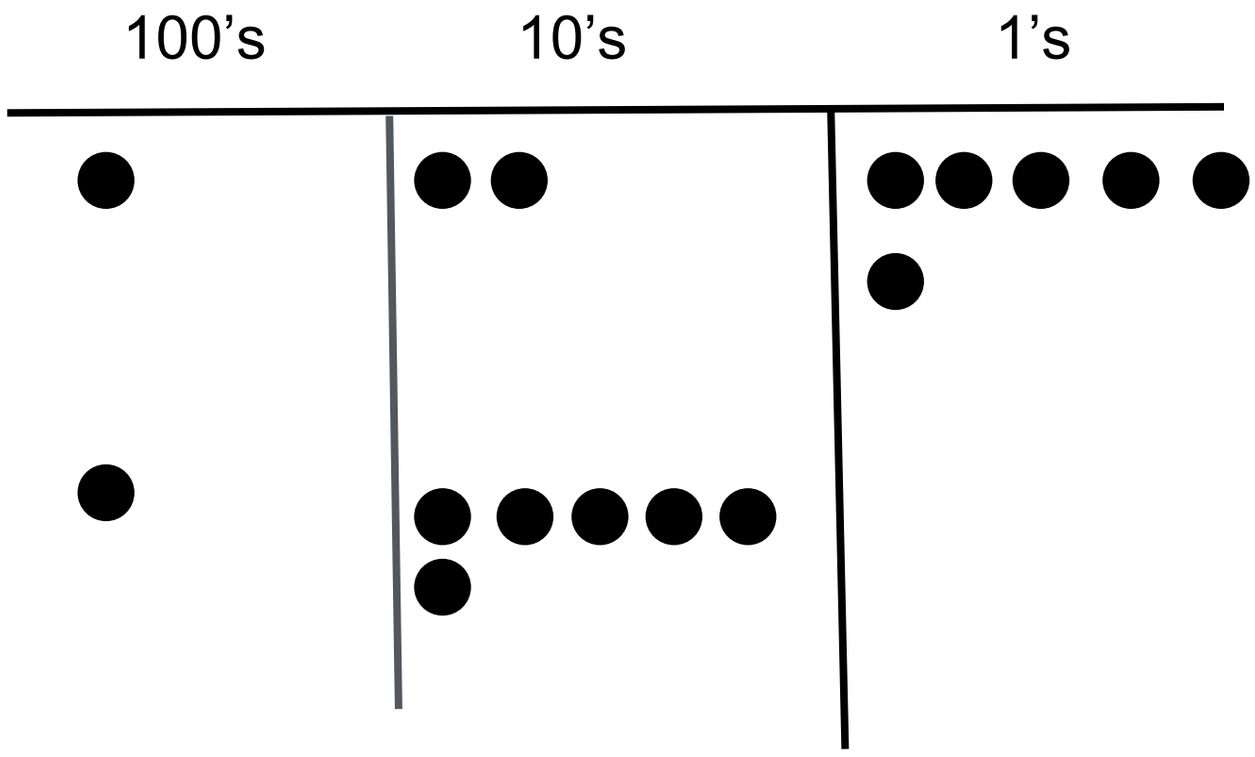
23.	18 + 6 =	
24.	28 + 6 =	
25.	16 + 8 =	
26.	26 + 8 =	
27.	18 + 7 =	
28.	18 + 8 =	
29.	28 + 7 =	
30.	28 + 8 =	
31.	15 + 9 =	
32.	16 + 9 =	
33.	25 + 9 =	
34.	26 + 9 =	
35.	14 + 7 =	

CONCEPT DEVELOPMENT

Problem 1: 126 + 160

$$\begin{array}{r} 126 \\ +\ 160 \\ \hline 86 \end{array}$$

Let’s show one part. How many hundreds, tens and ones in 126?



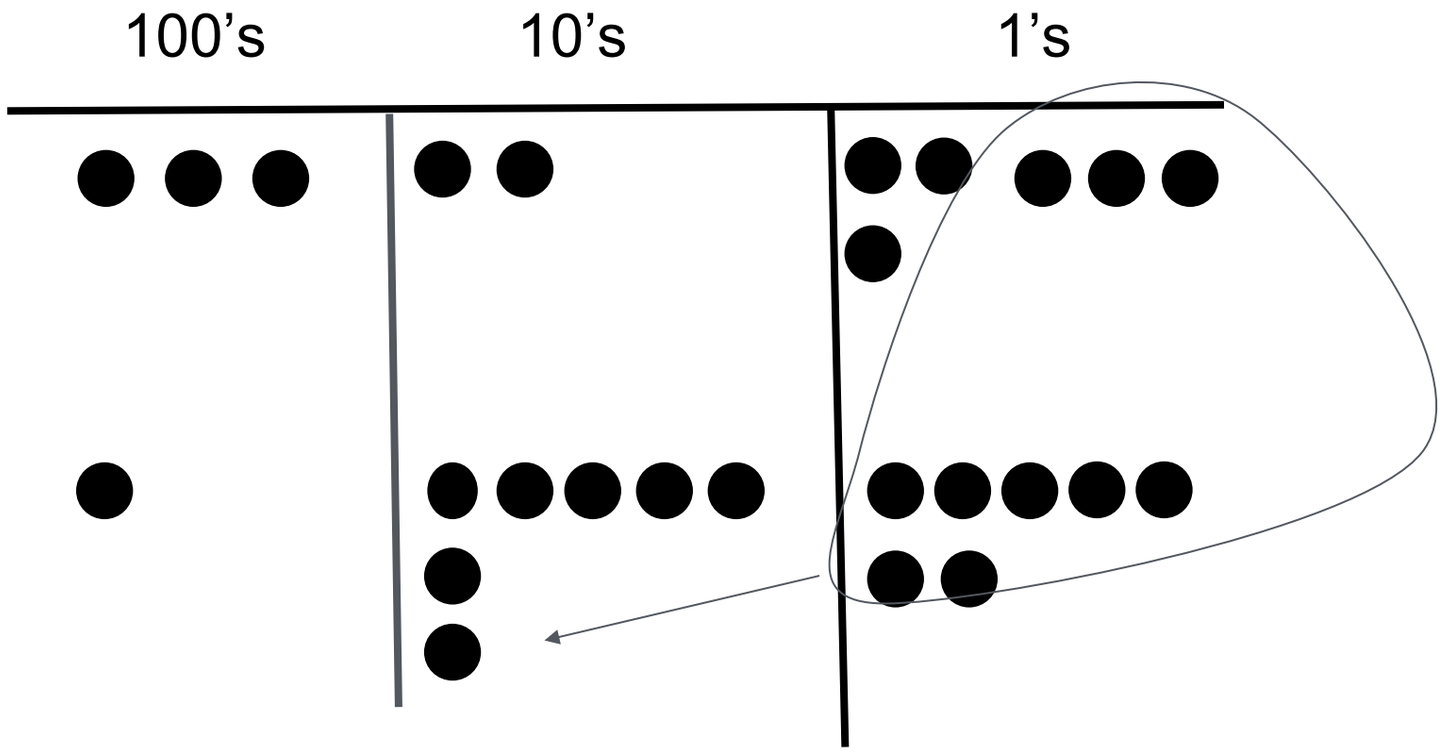
Now, let’s show the other part.

Now, let’s solve the problem.

CONCEPT DEVELOPMENT

Problem 2: 326 + 167

$$\begin{array}{r} 326 \\ +\ 167 \\ \hline {\scriptstyle 1} \\ 93 \end{array}$$

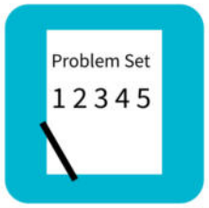


Let's begin by adding the ones. Look at the vertical form and chip model. Tell your partner what you notice. How are they the same?

Remember, what we do on the chip model, we do to the numbers. We composed a ten, so we circle the 10 ones and draw an arrow into the tens place, where we draw the new unit of 10.

CONCEPT DEVELOPMENT

Now, it’s your turn. Draw a model and use it to solve 462 + 284. I’ll walk around to see how it’s going.



Problem Set

Name _____ Date _____

1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

hundreds	tens	ones

a. 117 + 170 = _____

hundreds	tens	ones

b. 217 + 173 = _____

Debrief

Explain to your partner how you solved Problem 1(a) using the chip model and the vertical form.
How could you solve this problem differently using a simplifying strategy?

For Problem 1(b), how did you know whether to bundle a new unit of 10 or 100?

For Problem 1(c), where did you write the new ten or hundred in the vertical form? How did the vertical form match your chip model? How was this different from Problem 1(b)?

Debrief

What was interesting about Problem 1(d)? Could you have solved this problem mentally using your understanding of place value?

Jade uses place value language to argue that the answer to Problem 2(a), 546 + 192, is 6 hundreds, 13 tens, 8 ones.
Sam says that it is 7 hundreds, 3 tens, 8 ones. Who is correct? How do you know?

How did you solve Problem 2(a)? How did you change your place value disks to show Problem 2(b)?
Did you compose a new unit of 10 or 100 in both problems?

Exit Ticket

Name _____ Date _____

Solve using vertical form, and draw chips on a place value chart. Bundle as needed.

1. 436 + 509 = _____

2. 584 + 361 = _____